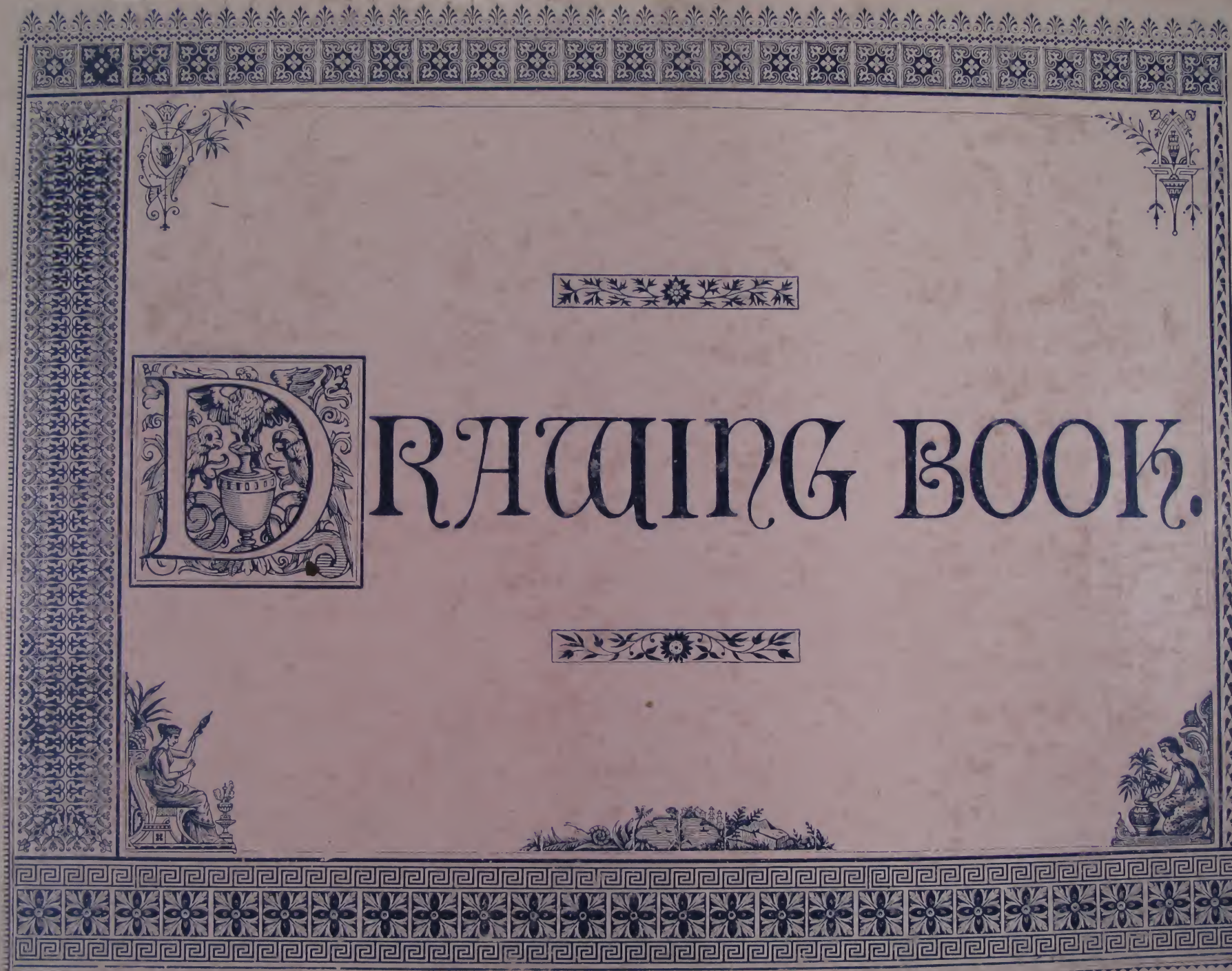


Examination Papers

II

Examination Papers

P1 00746



DRAWING BOOK.

Paper I. The Teacher in the Schoolroom.

- 1) Amid the petty details of daily routine a teacher's ideals are apt to shrink. Point out the cause of this and describe the best remedies.
- 2) Neglect to understand the character of a pupil is occasionally the cause of a teacher's want of success in dealing with him. How may a young teacher learn something of the variety of characters of children before commencing to teach?
- 3) How would you deal with, a child who is in an aggressive mood, with a child of five years who suddenly develops a tendency to tell falsehoods and, with a child who is ready to cry with or without the least provocation?
- 4) What does Quick mean by the 'Tradition of the schoolroom,' and what defects in teaching appear to you to be due to such tradition?
- 5) Give reasons for agreeing or disagreeing with the opinion that a teacher who makes learning agreeable to his pupil diminishes the disciplinary effect of study.
- 6) A teacher finds his pupil will not work his sum. Give a list of questions for self examination by which the teacher might arrive at a just conclusion whether he or his pupil is more to blame for the act of disobedience.
- 7) What dangers are there in encouraging a habit of excessive introspection in young children?
- 8) What steps should a teacher in a family take to avoid trespassing on the sphere of influence which belongs exclusively to parents in training their children?

Paper II. The Teacher as a Student of Psychology.

- 1) What is the meaning of "proceeding from the known to the unknown" in teaching? Give examples of the method, and contrast with them false applications of the principle.
- 2) What are the limits to the conditions under which you may expect to facilitate the child's remembering a fact by aid of the principle of association of ideas?
- 3) What distinction do Psychologists draw between "Simple sensations and 'presentations of sense'"? Explain the importance of the distinction.
- 4) In what respects would all you have learnt of the nervous system affect your method of teaching a child of five years old?
- 5) What is Weber's Law? Does it suggest any reason for defective results in school-room practice?
- 6) Explain fully the nature of an Object Lesson.
- 7) How may Drawing be employed in training the Senses?
- 8) Show the importance of an early study of Form. Why is it hard to interest young children in it? How has the difficulty been met?

- 1) What are the chief deficiencies of Home discipline as compared with School discipline and how may they be overcome?
- 2) The chief end of education is to form character. What do you understand by the word character in this connection?
- 3) What are the dangers of encouraging a spirit of rivalry among children of the same family in a schoolroom? Are the dangers greater or less than in a school?
- 4) What is the requisite of a good definition? Elementary textbooks in Geography commence by defining certain geographical terms. Draw a list of a corresponding set of terms which might be of use in teaching history and suggest definitions of them.
- 5) What are the advantages and disadvantages of the Gouin system of teaching languages?
- 6) In religious instruction the Pilgrim's Progress, in more secular instruction Robinson Crusoe are the works of fiction which have had the greatest influence in English Schoolrooms. Explain the best of the motives and impulses which a child may derive from these works.
- 7) What possible source of danger do you see in the modern methods of Child Study?

Paper I.

Examine
July
1900
1000
1000
1000

1. What do you understand by the following statement; -
"Psychology attempts to describe and explain the growth of mental life."?
2. Give some account of (a) the field of Psychology, and (b) the Nature of Psychology.
3. Give reasons for thinking the cultivation of the sense of touch is neglected, and point out ~~the~~ harm that follows from such neglect.
4. Attempt to classify the common faults of children under the heads of (1) defects of Will, (2) defects of Interest and (3) defects of Feeling.
5. Explain the causes of failure and success in making a lesson interesting.
6. What are the laws which regulate our efforts to reach past impressions?
7. Intense locked remark that he considered his mind, being very little) as white paper or wax, to be moulded and fashioned as one pleases.

Paper II

Scars
July
1900
2905
1001

1. Suggest some way of dealing with a child who is subject to sudden fits of violent temper.
Does physiology throw any light on such states?
2. How may the study of animals and their ways assist the teacher in training a child?
3. Trace the history of methods of imparting instruction through the following stages (1) Learning. (2) Seeing (3) Doing.
4. In what different senses has the word "Nature" been used by writers on education, and what confusion has arisen from the want of agreement in the use of the term?
5. ~~write~~ Describe the manners of a boy of ten who is well brought up.
6. Show that Art should not be neglected in education and how the ~~the~~ study of it may best be introduced into the curriculum.
7. Suggest some hints to a teacher for promoting the formation of good habits in a child and hindering the formation of bad habits.

Paper 111

1. Give reasons for the opinion that a child's mind should be allowed to grow under guidance rather than be subjected to force.
2. Discuss the following statement.
 Authority is not constraining - it ought to be inseparable from respect and devotion. I will respect human liberty in the smallest child."
3. In teaching Division to a beginner show that it is important to present it under two heads, as shown in the following examples
 a) 32 inches \div 8 inches
 b) 32 inches \div 8
 Point out clearly the difference & show how you would illustrate it.
4. Give the heads under which you would classify the information which children should acquire about their own country (England, Lancs. Norwich etc) as a preliminary study in Geography.
5. What kind of studies in Geometry are suitable for young children and what should be the aim of them.
6. Describe any devices for making children understand the continuity of History and the sequence of Time.
 How the bearing of the following remarks in connection with Fact Teaching.
 "The implements of learning are the senses instead of which schoolmen have substituted the three R's."
- 7.

July 1879

Paper I.Session
July
1909

1. Discuss the inadequacy of the ordinary account of the senses and suggest an amended classification.
2. What confusion arises if we regard sensations as qualities of things?
3. What is meant by "an idea taking possession of a child"? Give examples (a) with favorable issue and (b) with unfavorable issue.
4. What are the laws which regulate our efforts to recall past impressions and to fix present ones in the mind?
5. What light does physiology throw upon attention in children while under instruction? What are the main conditions of attention in the school room?
6. Show why it is hard to classify the feelings, and the objection to reducing them to pleasure and pain, and suggest an improved classification.
7. What do you understand by "a state of consciousness"?
8. What explanation is offered of the vividness of dreams and how may it help to account for the success or want of it in giving certain lessons?

Paper II

Answer
Q. 10
1902
1200

1. If a little boy is malicious how would you attempt to improve him?
2. "You can not reap a habit." How can you assist a child in forming a habit?
3. Mention and discuss a few of the different meanings with which the word "Nature" has been used, such as "Follow Nature" "Soil Nature" "Natural Behaviour" "Nature is not art" etc and show how far they conflict and how far the varied use of one word has led to confusion of ideas.
4. Draw up in brief outline a scheme of Moral Lessons for children from seven to nine years, covering two years.
5. Discuss the causes of untruthfulness in young children & suggest remedies what is the objection to corporal punishment for this fault?
6. Under what conditions do children profit educationally by being left a good deal to themselves?
7. "It is not fair" is a common cry with children how far do children appear to you to have a true sense of justice?
8. State the principles upon which you would teach children arithmetic from the age of five to eight.

Paper 10

1. What were the principal changes in the bringing up of children wrought by the writings of Rousseau?
2. What do you understand by "inculcating a spirit of Reverence in children"?
3. What is the value of games in education?
4. How may lessons of different kinds bear upon each other and what is the importance of such connection in early training?
5. What place has æsthetics in education?
6. State the principles which you would follow in introducing children to the study of Nature.
7. In what way may keeping pet animals promote the formation of character?
8. How far is it wise to associate reward and punishment with what children eat.
9. How far the studies of Nature promotes the enjoyment of literary studies.

Topic I

1. What do you understand by the comparison of education to an atmosphere?
2. Discuss the respective effects of monotony and variety upon a child.
3. How far does nothing spoil a child more than the assertion of authority combined with weakness?
4. What are the chief advantages of keeping a "Nationalist's Notebook"?
5. How and why should children be taught early to enjoy works of Art?
6. Give examples of the way in which a bad habit in a child may be expelled by the development of a good one.
7. Describe some of the teacher's difficulties in maintaining discipline among children in their homes and suggest precautions for dealing with them.
8. How may Reading aloud and Recitation be best employed as instruments in early training.

Paper II

1. To what extent do similar ideas suggest what is like to themselves?
2. In what ways may the sense of sight prove an insecure basis for a judgment?
3. What is understood by temperament and how far should teachers take it into consideration?
4. Mention some of the practical advantages that teachers may derive from the study of the writings of Educational Reformers.
5. "A teacher's business is to convince his scholars of their powers & capacities." Give hints for carrying out this duty.
6. "The normal man is one who can form definite images from all the senses." (Binet). What defects in education may hinder the growth of this type?
7. Give examples of the way in which imitation may lead to suggestion and both contribute to form good habits.
8. Name some points of agreement between Rousseau & Spencer.

Paper III

1. Draw up some rules for maintaining the brain of a child in a healthy condition.
2. Discuss the statement that corporal punishment should never be employed to correct a moral fault.
3. Describe the manners and character of a boy of twelve years as you would wish him to be.
4. How does an Object Lesson differ from (1) A Science Lesson - (2) mere information.
5. What is Froebel's view of the defects of early training in his time and how does he attempt to overcome them?
6. What is Rousseau's contrast between the behaviour of a "little gentleman" and a "little peasant" and how does he account for the difference?
7. "In speaking to children always of their duties and never of their rights we commence at the wrong end." How does Rousseau work out this paradox?
8. In what sense does Rousseau use the word "command" when he says "Never command the child anything"?

6 Apr

1944
 1945
 1946
 1947
 1948

1. What kind of Natural History is best suited for young children and how may it best be studied?
2. Estimate the respective share of (1) study of outdoor phenomena and (2) study of literature in the reader's appreciation of the following lines:
"But pleasures are like poppies spread,
You seize the flower, its bloom is shed!
Or like the snow-fall in the river,
A moment white - then melts for ever;
Or like the Conchalis race,
That fill ere you can point their place;
Or like the rainbow's lovely form,
Evanishing amid the storm."
3. In what branches of early education is authoritative training more important than persuasion and explanation of why and wherefore?
4. One of the most important educational principles is this; - "Bring suggestion of the right kind to bear on growing youth." Distinguish between some right and wrong kinds of suggestion.
5. In what way would you endeavour to secure unity of purpose and definition of aim in drawing up a properly varied course of studies for children between the ages of seven and fourteen?
6. What is the value of Manual Occupations as a part of the school-room routine?
7. In Trade's methods point out what is most worthy of imitation and what is most open to criticism.
8. How may you best inculcate reverence for age?

6 Apr 71

8th Nov 11
- - -

1900

Principles

1. What dangers did the Jesuits endeavour to escape in their methods of education and what limitations arose to a complete training of youth arose from their efforts?
2. Trace the influence of the Moravians in the history of education
3. What are the chief points of contrast in the aims of the Jesuits, the Port-Royalists and Comenius?
4. Locke considers a gentleman's son, "being very little, as white paper or wax to be moulded at will". How would this opinion be criticised (1) by the philanthropical school of educationalists and (2) by writers on modern psychology.
5. Say what you know of the immediate effect of Rousseau's educational work upon the practical training of children in France and other countries.
6. Write a brief biography of Pestalozzi
7. How may you reconcile the fact that true learning is only acquired with effort and the principle that a child's ~~education~~ should not be on the whole inborn to him?

Paper III

29 June 1900

Sensory
Training
July
1901

1. What is the distinction between a "sensation" and an "object of sense"?
2. What are the difficulties of making a satisfactory classification of the feelings? What provisional classification can you propose?
3. What explanation can be given of the fact that we see objects as solids and not as plane surfaces?
4. What physical phenomena are seen to accompany acts of attention in human beings? What connection has been suggested as existing between the two?
5. How does the memory of an object seen - say the sun - seem to differ from the present image of it while being looked at?
6. What conclusions have been arrived at in respect of muscular reaction? What applications do they admit of in training children?
7. How has the modern discovery that the brain is a compound and not a simple organ affected the question of the importance of sense training?

Revised 1906

P16, DMC146

Thomas 1906

p 16 cm 046

Paper I.

1. Distinguish between faults of children according as they are connected with (a) the intellect (b) the emotions
2. What is the Preparation Stage in Teaching? Show its necessity and the value of it.
3. In what ways may the study of Physiology prove helpful to a teacher?
4. Account for the increasing importance which is attached to observation and experiment.
5. Criticise the statement that 'Feeling is Believing'.
6. What do you understand by the statement that Education is the Science of Relation.
7. What are the limits of usefulness in studying the congenital proclivities of children?
8. Explain how you would cultivate a habit of observation and show the importance of it in Training
9. What effect has Manual Training upon the development of the child?

Xmas 1902

Paper II.

P17CM105
P17CM106

Answer
Plain
only
1902

1. In giving lessons in History to young children what are the chief points to be kept in view? What is the "concentric method"?
2. Give some concrete illustration of the process of dividing 30 into three parts in the ratio of 2, 3, and 5.
3. Write a short account of the way in which you would teach Recitation.
4. What is the advantage of arranging the studies of children with the view of making one subject bear upon another, as for example, Geography upon History?
5. Give a few hints for securing the attention of children while ~~reading~~ ~~studying~~.
6. Show how the study of local Geography assists the study of foreign lands.
7. How does the study of Nature bear upon the study of Literature?
8. What kind of teaching tends to diminish a child's power of making mental effort?
9. Describe the observations which ~~you~~ would lead children (aged 11 to 13) to make, ~~about~~ ~~in~~ ~~the~~ ~~course~~ ~~of~~ ~~their~~ ~~studies~~ ~~taken~~ ~~for~~ ~~the~~ ~~purpose~~ ~~of~~ ~~the~~ ~~examinatory~~ ~~tree~~.

901?

Paper III

P17CM106

would lead children (aged 11 to 13) to
make ~~statements~~ ^{statements} in the course of a game taken for
the purpose of ~~the~~ examining trees.

P180ML 26

1901?

Paper III

Theme 1 question

1. How may the occasions for resorting to force and compulsion in dealing with a child be reduced to a minimum?
2. Some writers compare a young child to a growing plant, others compare him to a lump of clay. Contrast the two sets of ideas which are illustrated by these different ~~on~~ figures.
3. What different views have been taken of the basis of obedience in children? How do they variously affect the teacher's method of securing good conduct?
4. What is the relation of good manners to moral life?
5. Write a short account of Port Royal.
6. What may be said for and against the use of Fairy Stories in early training?
7. How would you deal with (a) violent and (b) excitable children?
8. What are the principles of judicious punishment?
9. What bad effects may ~~from~~ ^{be} the excessive cultivation of sentiment and emotion in ~~young~~ ^{children}?

Dec
1901
1901

Paper I

Dec 1901 PITCHFORD

1. What faults in children may be due to physical defects?
2. Explain the difference between interest and attention. Show how this distinction should be of service to teachers.
3. What may be learnt of a child's disposition by considering his wishes?
4. Discuss the remark that "some of a child's companions should be of a different temperament from himself."
5. How does Handwork help to train the senses?
6. What kind of questioning should be encouraged in children, and what kind should be repressed?
7. Why should physical exercises be practised in addition to athletic games?
8. What kind of studies of the nervous system are useful to the teacher?

Paper II

Dec 1901 PITCHFORD

Paper II

1. Why is it necessary to draw up a Time Table for your scholars, and what are the principles which you would observe in drawing it up?
2. By what steps would you prepare a child for understanding a map of England?
3. ~~How~~ How may Drawing be employed in lessons on History, and how may children be helped to remember dates.
4. Describe some good plan for teaching children to read.
5. What is the best remedy for restlessness in children?
6. How may a child who finds difficulty in learning a piece of poetry by heart be helped to remember it?
7. Why is it important to cherish a habit of effort? What kind of teaching promotes this habit, and what hinders it?
8. Show the value of the free use of chalk or pencil in teaching.

1. What were the chief differences between the methods of the Port Royalists and those of the Jesuits?
2. What were the main defects of the schools and teachers before the renaissance?
3. In what ways may the training of children offered against Rousseau's maxim "Let childhood ripen in childhood"?
4. What were Locke's views on physical training? Mention any practices of the present day which seem to be a return to his principles.
5. In what particulars did Froebel revive the educational principles of the Athenians?
6. How did Rousseau propose to deal with a mischievous child?
7. What educational principles do we owe to Comenius?
8. What do you understand by teaching through play?

History

1. Are there reasons for thinking that in these days the efforts made to render the training of children less ~~repressive~~ ^{repressive} have tended to weaken discipline and if so what are the remedies?
2. What ~~did~~ Rousseau find most to admire in English education and in what respects may the practice of English & French be contrasted in their respective methods of training?
3. To what educationist are we chiefly indebted for the idea that a child's constructive faculties must be trained? Explain the nature of these faculties and the need for their training.
4. Show how the advances of knowledge ⁱⁿ has rendered it easier to carry ^{it} out the principles of Comenius since his time.

- P. 321/11/2
5. Describe the attempts which have been made by various writers on education to prove that the proper development of mind and body together strengthen both, the one reacting on the other.
 6. How far does the original dispute between the Realists and the Humanists appear to you to survive to the present day?
 7. Sometimes a child's brain should rest altogether, sometimes it should be occupied with the least possible strain, or thirdly it should sometimes be actively employed to the proper limit of its physical powers. Describe these three states and show how to provide for them according to Froebel's methods.
 8. Show that the study of education owes much to great writers on political science and suggest for the fact.

Method

1. Describe one or two of the best ways of commencing to teach Reading to young children.
2. How would you endeavour to awaken the imagination of young children and in what subjects particularly?
3. Discuss the right and the wrong ways of presenting children with their first ideas of Number.
4. "Authority is not constraint." Comment upon this maxim and give some hints for managing a mercurial youth of eight years in accordance with it.
5. Criticise the following summary of a Geography Lesson to children of seven years or younger.
 "Children and teacher have each a Map of Europe. Children learn to define and point out "capes" "bays", "rivers" "mountains" etc.
 Suggest a better type of Lesson.

6. ~~Ques~~ In what ways may outdoor and indoor studies of young children be connected?
7. What are the best forms of Manual Training for children from 6 to 12 ³/₄ years?
8. Suggest some plans for dealing with a child of about nine years when he or she is "sulky".

p260mc46
Hemp 1962

Psychology

1. Show that education depends upon the possibility of forming habits.
2. Habits are formed in two ways -
(a) acts repeated (active habits) and
(b) impressions and emotions repeated (passive habits). Show the different effect of repetition in the two cases, and the importance of bearing this difference in mind.
3. "Games of children are an important part of their early training. Explain carefully what you understand by a 'game'?"
4. By what steps would you endeavour to train the power of attention in young children?
5. How far is it possible and desirable to encourage children to reflect on their own conduct & career. What are the best means to lead children to such reflections?

- p. 10 m. 246
6. What distinction can you observe between the memory in a young child and in a grown man? Point out the bearing of the difference on early lessons, especially in History.
 7. How may the power of perception be improved by education?
 8. What inference may you draw from the fact that children mostly forget all the impressions they receive before they are three years old, and yet the rest of their intellectual life is built up on these impressions?

1908

Linas

PERSONAL

Linas

1908

Psychology

Not more than about 20 lines of from 8 to 10 words in a line should be written in any answer.

1. Show the importance of the recognition by a teacher of the facts comprised in the P. H. S. T. O. C.

I am, I can, I ought, I will,

and

2. 'The most potent of all means of self-realisation is human society,' Dr. Tas. Ward.

Comment on this statement, and show how it should be taken note of in *educational* practice.

3. Perception by sight is said to be always an interpretation of signs.

Explain this, and interpret the assertion of Rousseau's that, 'Nature never deceives'.

4. Write down a few lines of poetry, such as a child of 8-10 years of age ~~should~~ be able to 'visualize'. Justify your selection of the piece, and state what are the advantages of the method.

5. What would you say are the distinctive results of the Herbartian Psychology?

What is meant by the phrase before the threshold of consciousness? Justify its employment, and show the importance of the idea.

6. Any skill presented by an object has undergone previous stages of ^{development} ~~development~~. Show how, and in what respects, likely to have been advantageous or the reverse.

7. Timbre in musical ^{sounds} ~~notes~~ depends on the multiplicity of tones subsidiary to the principal one.

Show that a corresponding quality exists in the mind, and say how you would cultivate it.

8. Write an essay on the subject "Heredity, and Character."

Method

Not more than about 20 lines of 8 or 9 words in each line should be written upon any page.

1. Why and how far is it necessary to adopt different methods with children of the poorer classes generally from what should be used for in higher social ranks?
2. Name three standard English works which you would use together as suitable to provide a wholesome educational pabulum for the minds of children of 12 to 14 years of age; and explain your reasons for your selection.
3. Name some of the points to be observed in teaching to read aloud, and show why good reading of the kind must be self-acquired rather than taught. What difference of method would you adopt in teaching (a) middle & older classes?
4. How would you introduce the idea of subtraction in arithmetic to children? In the abstract sum, $32 - 17$, give the rationale of the method, by explaining the steps.
Should long sums be given? Give reasons for your reply.

5. 'The earliest exercise books should
be stories'. A. Sidgwick.

✓ Do you consider this a right method?
Give reasons, bearing in mind both
the mother tongue, and foreign ones.

6. Comment on Montaigne's dictum,
'savoir par cœur, n'est pas sçavoir'.

7. Shew how all the senses may be
trained in the course of a country
walk. How would you make such
walks conducive to the cultivation
of memory, imagination &c.

8. — was a clever child. To him, to learn
was a delight; mentally and physically
alert; loved flowers &c, made nice
distinctions; — his esprit chercheur
constantly impelled him to observe and
to inquire.

(a) What dangers need to be guarded
against in dealing with such a child?

✓ (b) How would you deal with a child
not seized over lessons but devoted
to the 'esprit chercheur'?

History.

Twenty lines of ~~about 20~~ 9 words per line should
be sufficient for a ~~short~~ ^{medium} answer.

1. In what respects is the modern ideal of education different from that which prevailed in Pre-Christian times?
2. Shew that educational theory has advanced by impulses and reaction rather than continuously, and explain why it has been so.
3. Exhibit the greatness of Comenius ^{as an educationist} by reference to the ^{history} ~~history~~ of education before and after his time.
4. What were the real tenets of Rousseau as to the native goodness of children? Give your comments on his theory.
5. Of what character was the influence of Lord Bacon on education? What were his 'idola'?
6. 'Non vult sed schola discimus' Explain this by reference to the views of Locke.

7. It is contended that the instruction given in our industrial schools has a superior result, mental and moral to that given in ordinary elementary schools. ϕ

~~Show~~ very briefly the ground of this contention, and exhibit its consonance with the views of some educationists of previous generations.

8. (This question ~~has~~ answered by all)

Make three columns: in one write names of 12 educationists since the Renaissance; in the second give the approximate date of each; in the third, the educational school of thought of each; — and ~~for~~ write a brief life of any one of them.

Monday 1913 ... 1909

1904

Psychology.

p34alm46

1. What do you mean by Psychology?
Why is the study of it useful for teachers?
How has the want of knowledge of it
been injurious in past times?
2. What is the origin of the external
stimulus affecting each of the 5 senses?
What other senses besides the
"five" may be specially recognised?
What practical considerations
may be drawn from the existence
of an immense variety of
sensational stimuli? What
bearing has the subject on the
"self-life"?
3. I could wish my days to be
Bound each to each by natural piety
How may the card here contained
be enlarged from an educational
point of view? Show the importance
of it under this aspect.

Session July 1909
Date 9-7-1909

4. Explain the statement ^{P340 CMC 146} that
"the growth of knowledge is
a progressive organization of
experience."

5. "It is ideals that inspire conduct."
John Morley

6. Give some historical illustrations
of the truth of this saying, &

show its great educational importance.

7. What advantages accrue
to a teacher from silent

observation of children,

simply or in numbers, when
at work or at play?

8. Compare the mental

condition of children with

that of the young of animals.

9. & draw educational

inferences

1904 1905 1906 1907 1908 1909

1904

1904

Methods:

1. A child has mental reception & reflective faculties. What general principles of guidance should teachers have before them in respect of these?
2. How far does one agree with Herbert's demand for prompt imaginative obedience on the part of a child? How, then, with this, may the idea of self-regulation be best imparted?
3. "—'s teaching was much of the nature of conversation and comparatively little based on the conventional methods, and he inquired daily what progress each of his pupils had made without his help." Comment on this. See what you would repeat as results to be on the pupils.

Session July 1908

Day

Session 1907

1908

1909

P 34demic46

4. On what grounds is some necessary in determining as to daily time tables for the week? What differences should be made for older or younger pupils?
5. How can proper methods in teaching Geography may connect with the exercises of various mental faculties & the correlation of diverse school subjects?
6. How may the Graphic method be advantageously employed in teaching Arithmetic? P. 7, especially in teaching being in proportion percentages?
7. How would you explain to older children the meaning of the word "spirit" as used in the Bible?

1907

History

P35 a1m446

1. With what educational efforts are the following names associated:
Port-Royal, Plamz, Shashburg?
Allow 6 or 8 lines to each.
2. What educationalists of note have held that virtue is attainable that can be taught?
How far do you assent to this theory?
3. By what Continental writers or writers is Locke said to have been influenced, to what extent is the assertion true? And how did his views affect Continental views on education?
4. Name conspicuous persons of different epochs, who opposed recourse to severity with children. Describe the arguments used & the incentives to diligence suggested, by any of them.

P356CMC46

5. Great philosophers have written directly on Education or have had indirect influence on the treatment of it. Give the names, dates and historical standing of three or four among them.

6. To what do you attribute the modern conception of the need of popular education? Name some precursors of the movement towards it.

7. Name some of Rousseau's maxims and describe their general aim.

Sessions July 1907

Lessons 1907

III

Xmas, 1905

P35C

Psychology.

1. Comment on Professor James' definition of education, as 'the organization of acquired habits of conduct and tendencies to behavior'.
2. What psychological inference may be drawn from the phenomenon of the successful reformation of young derelicts?
3. Show that every child may rightly be recognised as a separate living organism, and point out how this consideration should enter into educative treatment.
4. What ground in the nature of children has the teacher to build upon in endeavouring to induce wholesome interests?

5. What reasonable explanation can be given for the greater attention that has been given in ~~the~~ recent times to the psychological aspect of education?

6. Show that the use of metaphor in language is natural; and cite some passage from a good writer, ~~which may serve well for a lesson upon its power and value.~~
~~which may serve well for a lesson upon its power and value.~~

7. How may the modern idea of Evolution be usefully taken account of by those who are engaged in education?

8. Exhibit the importance of recognizing in education the connection between hand and brain.

II

1912

Christmas 1905

Method

1. How can confidence between teacher and pupil be brought about in the incidents of ordinary lessons?
2. Give your views as to the respective values of instruction given
(a) by direct oral teaching
(b) by means of things
(c) by "books."
3. Show the importance of well thought out method in the education of the young from the earliest years.
4. It has been said, 'There is no such thing as silence in Nature'. Comment upon this dictum from an educational point of view.

5. In introducing young children to the study of other languages than their own, would you begin with Latin, or with French, or with German?

Give reasons, if possible, pro and con.

or

6. By what steps would you initiate your pupils into the study of the Heavens?

7. Exhibit the method of procedure you would adopt in introducing
either, young children to the use of the cipher,
or, older " " decimal hours.

8. What points would you name as being distinctive in the method of teaching employed by Jesus Christ?

I

Christmas, 1900

History

1912

1. Give a brief account ~~of the origin of~~ ~~the origin of~~ the origin of public schools or of those which preceded them, and your opinion of their past and present influence.

2. Show that, as a rule, educationally and socially important epochs have coincided. Mention three such epochs, and name the most important educationists connected with each.

3. What resemblances may be noted in the methods advocated by Comenius and Milton? Mention also any points of contrast.

4. Contrast the incentives to ~~the same~~ study advocated by Locke with those ~~used~~ by other educationists.

5. Who were the principal personages among the Port Royalists?

Mention some respects in which the P.R. methods anticipated modern views.

6. Give the most important names in the history of education in the 19th century; and point out by what characteristics their methods are generally distinguished from those of the time of the Renaissance.

7. What were the reasons for the practical failure and for the permanent influence of [Pestalozzi?]

8. Say - either - what was the 'Socratic method', and exhibit its abiding value;

or, say - what you think has been the influence of Ruskin on educational method.

remora July 1908

P39asmel46

1906

Psychology

1. How may acquaintance with the principles of Psychology help towards the maintenance of school discipline?

2. 'How oft the sight of means to do ill deeds makes ill deeds done.'

Exhibit the physiological grounds on which this notion rests, and draw educational inference.

3. What sort of measures would you adopt to the end that, with ~~due~~ regard to the habit of unquestioning obedience, the personality of the child should be concerned?

4. What disadvantageous effects flow from a barely utilitarian aim in education?

1 emon July 1908

Populi (M.H.)

p396 CMC/46

5. What arguments may be adduced in favour of ~~as~~ manual occupations as ~~supplying~~ an aid towards the higher culture?

6. Compare the natural education of man in a wild state, e.g. a Red Indian, with that of a child brought up in a city slum. What educational inference may be drawn in connection?

7. Habit is spoken of as 'acquired instinct' or as 'organised memory'.

What justification can be alleged for the use of these terms?

8. Write a short essay on the subject of 'Games'.

Senior July 1905

Senior
1906

1906

page 104/46

Method

not more than three of the four four
sections to be answered.

1. Give an appreciation and a criticism
of the methods of Kindergarten teaching.
2. How would you arrange and direct
your teaching of children committed to your
care with a view to the encouragement
of initiative?
3. How is inattention to be
+ dealt with?
4. How would you arrange a system
of teaching so as to include right
+ direction of the children's minds towards
the inanimate world
the lower creation
social life
religion ?

Seniors July 1908

Method class

p 39 dcm 1908

5. Is it better to use a paragraph bible or a verse bible? Give illustrations (a) in support of your reasons.

Alternative.

(b) What do you consider the value or the disadvantage of the use of a Catechism in religious teaching?

Or

6. Take a short piece of poetry, suitable to children of about 12 years old, and say what points should be dwelt upon in teaching them to recite it.

7. How would you introduce children to the method of comparing $\frac{3}{5}$, $\frac{4}{7}$?

8. How would you best make your class understand 'scale' in maps?

1906

P400M146

History

1. Humanist
Realist
Naturalistic
Modern } ideas of education -

Give names of the earliest leaders and the most eminent advocates of each of these. -

2. Show how the transition from each of these ideas to the succeeding one corresponded with a general movement of minds.

3. Give a brief account of the rise and progress of the idea of popular education in Europe.

4. Give a brief account of Quintilian as an educationist, and indicate points in his system which would meet with approval at the present time.

History class

p406cm146

5. A Greek writer advocates "wealth of thought, not wealth of learning." Name similar educationists since about A.D. 1500 who have urged a similar view or who may be thought to have had influence in a contrary direction.
6. In what respects did Milton make advance upon the methods and ideas of his educational predecessors?
7. Exhibit resemblances or differences in the psychological bases of education advocated by Locke and Herbart.
8. Some reformers have directed their efforts towards creation of a higher ^{kind of} education more particularly; some, towards improvement in methods of teaching. Whom would you name among the latter, and what particular reforms were urged by them?